Higher Education

Aid for Institutional Development, Title III (HEA)--$259,825,000 (FY 2000)			
Goal: To assist institutions that have limited resources and that traditionally served large numbers of low-income and minority students to continue to serve these students, and to improve the capacity of these institutions to provide on-going, up-to-date quality education in all areas of higher education.			
Relationship of Program to Strategic Plan: Title III supports the Department's overall goal of ensuring access and equity and enabling all students to achieve academic excellence. Title III serves large numbers of low-income and minority students for whom access, retention, and degree attainment have been elusive. Title III supports strategic plan Objectives 2.3, 3.1, 3.2, and 3.4.			
Objectives	**Indicators**	**Performance Data**	**Source, Periodicity, Next Update**
Program improvement objectives			
Title III – Part A (Strengthening Institutions), Part A, sec.316 (American Indian Tribally Controlled Colleges and Universities), Part A, sec.317 (Alaska Native and Native Hawaiian Serving Institutions), Part B (HBCUs and HBGIs), Part D (HBCU Capital Financing), Part E (Minority Science and Engineering Improvement Program)			
1. **Improve the academic quality of participating institutions.**	1.1 ~~1.1~~ **Faculty development. T**he _number and percent of faculty participating in Title III-funded development activities will increase over time.	_In FY 1996, 43% of faculty at more than half of the institutions participated in faculty development._	1.1 Performance reports – annual; initial comprehensive development plan (CDP); recognition awards; updated comprehensive development plans; 1999.
	1.2 **Access to technology.** The number and percentage of students gaining access to computers and the Internet due to Title III-funded activities will increase over time~~.~~ **1.1** ~~.1.3~~	_In 1996, approximately 34% of students had computer and internet access.~~ all, 1997.~~_	1.2 Performance reports – annual; initial comprehensive development plan; updated CDP; 1999
2. **Improve the fiscal stability of participating institutions.**	2.1 **Development offices**. The number and p~~P~~ercent of ~~funded~~ development offices using grant funds to ~~that show an~~ increase ~~in~~ revenues will increase o~~o~~ver prior years.	_In FY 1996, approximately 39% of institutions used grant funds to improve development offices._	2.1 Performance reports – annual; initial comprehensive development plan; updated CDP; 1999.
	2.2 **Fiscal balances.** The fiscal balance of Title III-funded institutions will continue to remain positive over time.	_In FY 1996, more than 90% of institutions had positive fiscal balances. ~~ external evaluations; comprehensive development plans all, 1997.~~_	2.2 Performance reports – annual; initial comprehensive development plan; updated CDP; 1999.
3. **Improve the access of low-income and minority students to Title III-funded institutions.**	3.1 **Enrollment of low-income minority students.** The number and percent of low-income and minority students will remain stable or increase over time.~~After implementating ation, grantees will demonstrate a~~	_In FY 1996, 38% of the students under Part A were minority and 86% under Part B were minority, compared with 20% for non-Title III institutions._ Under Part A, 51% of the students were low-income, under Part B 48% were low-income.	3.1 IPEDS; performance reports – annual; 1999.

Aid for Institutional Development, Title III (HEA)--$259,825,000 (FY 2000)

Goal:	To assist institutions that have limited resources and that traditionally served large numbers of low-income and minority students to continue to serve these students, and to improve the capacity of these institutions to provide on-going, up-to-date quality education in all areas of higher education.

Relationship of Program to Strategic Plan: Title III supports the Department's overall goal of ensuring access and equity and enabling all students to achieve academic excellence. Title III serves large numbers of low-income and minority students for whom access, retention, and degree attainment have been elusive. Title III supports strategic plan Objectives 2.3, 3.1, 3.2, and 3.4.

Objectives	Indicators	Performance Data	Source, Periodicity, Next Update
	3.2 Degree attainment. The number and percentage of degrees awarded to minority students at Title III-funded institutions will remain stable or increase over time. *ering students;*	*In FY 1996, Part A institutions awarded 34% associate degrees and 38% bachelor's degrees. Part B institutions awarded 72% associate degrees and 88% bachelor's degrees.*	3.2 IPEDS; annual performance reports; 1999.
	3.3 Improved access to careers in science and engineering. The number of MSIP pre-college and undergraduate participants entering and completing MSIP interventions will remain stable or increase over time. (benchmark not yet available)After implementing a management information and academic delivery sy,*occur in a greater number of institutions each year (Benchmark not availabl*	*In FY 1997, more than 75% of MSIP pre-college participants entered and completed MSIP interventions. Approximately 20% of MSIP undergraduate students entered and completed science and engineering programs. Ed/IPOS Reports, 19987 and annual.*	3.3 Initial application; annual performance report; IPEDS; 1999.
4. For Part B –HBCU Graduate Program: Strengthened graduate and professional education.	**4.1 Minority under-representation.** The number and percentage of advanced degrees in majors in which African American students are underrepresented will remain stable or decrease over time.	*In FY 1997, 3,500 of the 5,177 students enrolled in 20 advanced degree fields were African American.*	4.1 Performance reports – annual; initial comprehensive development plans; annual updates; 1999.
5. Improve physical plants through grant funding and low-cost capital for repair, renovation, construction or acquisition of capital projects.	**5.1 Capital projects.** The number of capital projects constructed, renovated, etc., using HBCU Capital Financing funds will increase over time.	*In 1997, 45 inquiries and 1 loan were made, and 4 applications were received.*	5.1 Designated bonding authority updates- monthly; DBA annual report; program annual report; 1999.

Key Strategies

❖ Assist Title III institutions in serving low-income and minority students by disseminating information to institutions on effective practices.
❖ Establish a formal mechanism for exchange of information with Title III-related organizations and higher education agencies and associations.
❖ Conduct consistent, thorough reviews of performance reports with feedback to grantees.

Title V - (Hispanic Serving Institutions Program) (HEA)--$42,250,000 (FY 2000)

Goal: To assist Hispanic institutions that have limited resources and that traditionally served large numbers of low income and Hispanic students to continue to serve these students, and to improve the capacity of these institutions to provide on-going, up-to-date quality education in all areas of higher education.

Relationship of Program to Strategic Plan: Title V supports the Department's overall goal of ensuring access and equity and enabling all students to achieve academic excellence. Title V serves large numbers of low-income and minority students for whom access, retention, and degree attainment have been elusive. Title V supports strategic plan objectives 2.3, 3.1, 3.2, and 3.4.

Objectives	Indicators	Performance data	Source, Periodicity, Next Update
Program improvement objectives			
1. Improve academic quality of participating institutions.	**1.1** ~~1.1~~ **Faculty development.** The number and percent of faculty participating in Title V-funded development activities will increase over time.	*In FY 1996, 41% of faculty at more than half of the institutions participated in faculty development.*	1.1 Performance reports – annual; initial comprehensive development plan (CDP); recognition awards; updated comprehensive development plans; 1999.
	1.2 Access to Technology. The number and percent of students gaining access to computers and the Internet due to Title V-funded activities will increase over time~~.~~ **1.2** ~~.1.3~~	*In 1996, approximately 25% of students had computer and internet access.* ~~all, 1997.~~	1.2 Performance reports – annual; initial comprehensive development plan; updated CDP; 1999
2. Improve fiscal stability of participating institutions.	**2.1 Development offices**. The number and p~~P~~ercent of ~~funded~~ development offices using grant funds to ~~that show an~~ increase ~~in~~ revenues will increase o~~o~~ver prior years over time.	*In FY 1996, less than one third of institutions used grant funds to improve development offices.*	2.2 Performance reports – annual; initial comprehensive development plan; updated CDP; 1999.
	2.2 Fiscal balances. The fiscal balance of Title V-funded institutions will continue to remain positive.	*In FY 1996, more than 90% of institutions had positive fiscal balances.* ~~external evaluations; comprehensive development plans all, 1997.~~	2.3 Performance reports – annual; initial comprehensive development plan; updated CDP; 1999.
3. Improve access of low-income and minority students to Title V funded institutions.	**3.1 Enrollment of low-income minority students.** The number and percent of low-income and minority students will remain stable or increase.~~After implementating ation, grantees will demonstrate a~~	*In FY 1996, 63% of the students under Title V (HSI) were minority compared with 20% for non-Title V institutions.* *Under Title V, 56% of the students were low- income.*	3.3 IPEDS; performance reports – annual; 1999.
	3.2 Degree Attainment. The number and percent of degrees awarded to minority students at Title V-funded institutions will remain stable or increase over time.~~(benchmark not yet available)After implementing a management information and academic delivery sy,~~*occur in a greater number*	*In FY 1996 Title V (HSI) institutions awarded 17% associate degrees and 14% bachelor degrees.* ~~Ed/IPOS Reports, 19987 and annual.~~	3.2 IPEDS; annual performance reports; 1999

	of institutions each year (Benchmark not availabl		
4. **Improve physical plants with the use of grant funding.**	**4.1 Improved physical plants**. The number of instructional improvements and renovations using Title V funding will increase over time.	*In FY 1996, less than 1% average total funding was spent on physical plants.*	Comprehensive development plans; annual performance reports; accreditation reports; IPEDS; 1999.

Title V - (Hispanic Serving Institutions Program) (HEA)--$42,250,000 (FY 2000)
Goal:　To assist institutions that have limited resources and that traditionally served large numbers of low income and minority students to continue to serve these students, and to improve the capacity of these institutions to provide on-going, up-to-date quality education in all areas of higher education.
Relationship of Program to Strategic Plan: Title V supports the Department's overall goal of ensuring access and equity and enabling all students to achieve academic excellence. Title V serves large numbers of low-income and minority students for whom access, retention, and degree attainment have been elusive. Title V supports strategic plan objectives 2.3, 3.1, 3.2, and 3.4.
Key Strategies
❖　Assist Title V institutions in serving low-income and minority students by disseminating information to institutions on effective practices and strategies in a variety of areas in higher education, such as persistence, academic skills development, endowment building, technology, expansion, special programming such as mathematics, science, graduate education, and opportunities for networking   ❖　Establish a formal mechanism for exchange of information with Title V related organizations and higher education agencies and associations.   ❖　Conduct consistent thorough reviews of performance reports with feedback to grantees.

International Education Programs--$69,022,000 (FY 2000)

Goal: To meet the nation's security and economic needs through the development of a national capacity in foreign languages, area, and international studies.

Relationship of Program to Strategic Plan: Objective support strategic plan objectives 3.2 (…completion of high quality educational program), 4.1 (customer service) and 1.4 (talented teachers)

Objectives	Indicators	Performance Data	Source, Periodicity, Next Update
1. To develop specialists and an educated citizenry who can communicate in foreign languages, particularly in the less-commonly-taught languages, and who are knowledgeable about the countries in which those languages are spoken.	1.1 **Colleges Supported by Title VI Funds**. The percentage of colleges and universities offering less-commonly taught languages that are supported by Title VI funds.	*Title VI-supported institutions account for 22.5% of undergraduate and 59% of graduate enrollments in the Less Commonly Taught Languages (LCTLs). Title VI schools constitute 2.7% of all colleges and universities offering language instruction in the U.S. Among the Least Commonly Taught Languages (those with less than 1,000 students nationwide), Title VI-supported institutions account for 51% of undergraduate and 81% of graduate enrollments.*	1.1 "Language and National Security for the 21st Century: The Federal Role in Supporting National Language Capacity," National Foreign Language Center at Johns Hopkins University, 1999. Other data from performance reports, annual, 1999.
	1.2 **Number of PhD's teaching non-Western languages.** The number of persons receiving the Ph.D. under the Title VI/Fulbright-Hays funding who are teaching non-Western languages and area studies at U.S. colleges and universities.	*In 1995, DDRA fellows were teaching in at least 357 academic institutions in 48 states and the District of Columbia. During the first 33 years of the Fulbright-Hays Doctoral Dissertation Research Abroad (DDRA) Program, more than 3200 fellowships were awarded to study in nearly one hundred different countries or geographic regions; nearly all fellows completed the Ph.D. More than 87% spent part of their professional careers teaching in colleges and universities. Over 50% of the DDRA fellows had been supported by Title VI fellowships for the initial (domestic) part of their graduate study.*	1.2 "Three Decades of Excellence: 1965 to 1994, The Fulbright-Hays Doctoral Dissertation Research Abroad Fellowship Program and Its Impact on the American Academy," Council of American Overseas Research Centers, 1998. Other data from performance reports, annual, 1999.
2. Meet high level of customer satisfaction with the Title VI and Fulbright-Hays programs	2.1 **Timeliness of Awards**. The time from receipt of application to notification of award to grantee.	*Current time of seven months will be reduced to five months by the year 2000,*	2.1 Grant award schedule and award date, annual, 1999.

Key Strategies

❖ Set program priorities where relevant, and consult with international education constituency to encourage expanded coverage for under-represented areas and fields.
❖ Support through program funds advanced levels of uncommonly taught foreign languages; expand disciplinary offerings in world area and international studies
❖ Review and further streamline the grant award process so that awards for all programs can be made earlier in the funding cycle..

Fund for the Improvement of Postsecondary Education--$27,500,000 (FY 2000)

Relationship of Program to Strategic Plan: Supports objective 3.2 by helping to ensure the high quality of educational programs through reform and innovation.

Goal: To improve postsecondary education by making grants to institutions in support of reform and innovation.

Objectives	Indicators	Performance Data	Source, Periodicity, Next Update
1. Promote reforms that improve the quality of teaching and learning at postsecondary institutions.	**1.1 Quality of postsecondary reforms; percentage of reforms.** The percentage of innovative educational reforms tested and implemented will increase.	*In 1988, 88% of completed FIPSE projects scored A, B, or C in overall quality, up from 84% in 1997. In 1998, as in 1997, 86% of projects reported, "The FIPSE project offered an opportunity for testing ideas that would not have been provided without FIPSE support."*	1.1 Final Report Score Card, annual, 1999; e-mail survey of FY 1990-1998 grantees, biannual, 2000.
	1.2 Replication of projects. The number of projects that are adapted in full or in part, or whose materials are used by other institutions, will increase over the number in previous years.	*In 1988, 94% of FIPSE grantees reported full or partial project replication. 27% report adaptations at 20 or more sites.*	1.2 Final Report Score Card, annual, 1999; Performance Report Score Card, annual, 1999; E-mail Survey of 1990-1999 grantees, biannual, 2000.
2. Increase participation and completion rates of students in postsecondary education.	**2.1 Student completion rate.** Participants in FIPSE persistence-related projects will complete postsecondary education at higher rates than previous years.	*In 1998, 35% of FIPSE projects reported larger numbers of students persisting or completing degrees. In 1997, this percentage was 48%.*	2.1 Final Report Score Card, annual, 1999.
3. Institutionalization of FIPSE programs.	**3.1 Projects sustained.** The number of projects sustained at least 2 years beyond federal funding will be maintained or increased beyond current level.	*This figure has increased from 70% in 1990 to 78%.in 1998. The 1998 e-mail survey shows 93% of responding projects have been sustained a full 6 years after the end of federal funding.*	3.1 E-mail survey of 1990-1999 grantees, biannual, 2000; Final Report Score Card, annual, 1999.
Management improvement objectives			
4. Improve service delivery and customer satisfaction for FIPSE programs.	**4.1 Project directors, overall satisfaction with FIPSE programs and services**. Satisfaction levels from previous year will be met or exceeded.	*In 1998 as in 1997, 98% of grantees reported that FIPSE staff provides full support. 93% rate the annual meeting as "good," very good" or "outstanding" (down from 97% in 1997). 93% of 1998 e-mail survey respondents reported quality of FIPSE staff support as "good," " very good," or "outstanding" (compared with 95% in 1997). 52% rated the staff support as "outstanding."*	4.1 Evaluation survey of annual meeting, 1998; project survey, annual, 1998; e-mail survey of 1990-1998 grantees, biannual, 2000; Final Report Score Card, annual, 1999.

Fund for the Improvement of Postsecondary Education--$27,500,000 (FY 2000)

Relationship of Program to Strategic Plan: Supports objective 3.2 by helping to ensure the high quality of educational programs through reform and innovation.

Goal: To improve postsecondary education by making grants to institutions in support of reform and innovation.

Objectives	Indicators	Performance Data	Source, Periodicity, Next Update
	4.2 **Turnaround time.** The streamlined grant award process will reduce the time from receipt of application to the notification/award to grantees	*In 1998 9.5 months (compared to 10 months in 1997) for the Comprehensive Program, 3 months for International Programs (compared with 5 months in 1997).*	4.2 GCMS application log and grant award notification dates, annual performance report, 1999.
	4.3 **Novice applicant success rate**. Meet or exceed novice success level from previous year. (Novice means never-before-directed Federal grant)	*1997= 30% novices; 1998= 40% novices. Number of outreach seminars = 20 in 1997 and 68 in 1998.*	4.3 Project survey, annual, 1998; number of outreach seminars, 1998.
	4.4 **Overall satisfaction of applicants, successful and unsuccessful.** The levels from previous year will be met or exceeded..	*72% of all unsuccessful final proposal applicants requested and received technical assistance to improve their proposals.*	4.4 Number of feedback requests from applicants honored, 1998.

Key Strategies

❖ FIPSE will continue to support promising innovative strategies for increasing institutional performance and the quality of teaching.
❖ Access to higher education and program completion will be highlighted as major guideline priorities of the Comprehensive Project. FIPSE will continue to support innovative strategies for increasing program completion and disseminate successful programs nationally.
❖ FIPSE will support development and testing of new models of project adaptation and dissemination.
❖ FIPSE will continue to provide outreach seminars to under-served populations, full technical assistance to prospective grantees, and feedback to all unsuccessful applicants.

Urban Community Service Program--$0 (FY 2000)			
Goal: To facilitate the establishment of sustainable community service programs by using the resources of urban postsecondary institutions in partnership with communities to devise and implement solutions to pressing needs in their communities.			
Relationship of Program to Strategic Plan: This objective supports goal 4 in identifying effecting practices in education for use by customers and partners.			
Objectives	**Indicators**	**Performance Data**	**Sources, Periodicity, Next Update**
1. **Develop effective communication networks among urban postsecondary institutions and communities.**	**1.1 Use of web site.** By Fall 1999, increase the number of users by publicizing the interactive Web site for use by other designated urban grant institutions, community-based organizations, cities, and foundations to promote linkages resulting in effective campus-community partnerships for community service.	*The web site is operational for current grantees and for less than one-half of the community partners.*	1.1 Supplemental grant request; performance report - annual, 1999.

Key Strategies

❖ Emphasize and disseminate information on factors that contribute to successful partnerships among postsecondary institutions, communities, and the public and private sectors.

❖ Review performance reports to assess progress toward meeting outcomes related to developing effective and sustainable partnerships identified in project proposal. Carefully examine efforts to achieve viable partnerships and disseminate.

❖ Publicize the web page and continue to develop it. Link (or move) the web page to ED's Web site and other related web pages.

Demonstration Projects to Ensure Students with Disabilities Receive a Quality Higher Education--$5,000,000 (FY 2000)

Goal: To improve the quality of higher education for students with disabilities.

Relationship of Program to Strategic Plan: Supports Objective 3.2 (postsecondary students receive support for high-quality education) by providing grants to postsecondary institutions to aid in the development of model programs for ensuring that students with disabilities can receive a high-quality postsecondary education.

Objectives	Indicators	Performance Data	Source, Periodicity, Next Update
1. **Ensure that research and other information synthesized through grant activities is state of the art.**	1.1 **State-of-the-art research.** Evaluation activities will show that 100 percent of the synthesized research and information disseminated through grant activities is state-of-the-art.	*New Program*	1.1 Program data, annual, 2000.
2. **Ensure that faculty and administrators in institutions of higher education increase their capacity to provide a high-quality education to students with disabilities.**	2.1 **Increased attendance.** The number of students with disabilities attending an institution benefiting from grants will increase each year beginning in 2001.	*New Program*	2.1 Performance reports, annual, 2000.
	2.2 **Increased degree attainment.** The number of students with disabilities completing coursework leading to a degree or attainment of a degree at an institution benefiting from grants will increase each year beginning in 2001.	*New Program*	2.2 Performance reports, annual, 2000.

Key Strategies

❖ Strictly evaluate award applications to ensure that only state-of-the-art-research and information are disseminated.
❖ Disseminate information on project outcomes to other institutions of higher education.

Annual Interest Subsidy Grants--$12,000,000 (FY 2000)

Goal: To continue to help finance construction, reconstruction, or renovation of higher education facilities.

Relationship of Program to Strategic Plan: Supports Objective 3.2 (postsecondary students receive support for high-quality education) by providing the capital needed to renovate higher education facilities for schools unable to obtain private credit at reasonable rates.

Objectives	Indicators	Performance Data	Source, Periodicity, Next Update
1. **Continue to provide strong fiscal management of the program.**	1.1 **Positive audit results.** There will be no material internal control weaknesses identified in program portion of Department's financial statement audit.	*No material internal control weaknesses were identified in the program portion of the Department's 1997 financial statement audits.*	1.1 Financial program audits, annual, 1998.

Key Strategies

❖ Changes have been made and internal controls tightened to significantly improve the overall fiscal reliability of the operating system. These include:
  ➢ Verification of the status and terms of all underlying loans every 2 years. Half of the grants will be verified each year.
  ➢ An information letter will be sent to all grantees yearly to remind them of their obligation to notify the Department of refinancing agreements or redemptions.
  ➢ Control totals for the number of grants and the dollar amounts of each obligation for each fiscal year have been established and will be updated as needed.
  ➢ To ensure the accuracy of the system, each year someone other than the grant manager will perform an independent reconciliation of the database and the control total spreadsheet.

TRIO Programs--$630,000,000 (FY 2000)8

Goal: To increase educational participation of disadvantaged students through effective management of the federal TRIO Programs.

Relationship of Program to Strategic Plan: Supports Objective 3.1 (secondary school students get college preparatory support) and Objective 3.2 (postsecondary students receive support for high quality education) by funding organizations to provide the necessary support services to enable disadvantaged students to purse postsecondary opportunities.

Objectives	Indicators	Performance Data	Sources, Periodicity, Next Update
Student outcomes			
1. **Increase participation and completion rates of disadvantaged persons in the academic pipeline in middle and high school that results in postsecondary enrollment.**	**1.1 High school completion.** 1.1 *Postsecondary preparation.* Upward Bound participants will complete high school at higher rates t**Postsecondary enrollment**. Upward Bound participants will enroll in postsecondary education programs at rates higher than the national average and comparable non-participants. comparable non-participants**Postsecondary enrollment. The percent of Talent Search and Educational Opportunities Centers (EOC) participants who apply to college or apply for student financial aid will increase.** 1.31.1	*Preliminary evaluation findings show that Upward Bound has no effect on the likelihood that participants enroll in college, but increases college enrollment rates significantly for academically at-risk students (3pct. Points) and for those with lower educational expectations (6pct. Points)*	1.11.2 Mathematica Upward Bound evaluation, 1999, next update 2000.1.3 Talent Search and EOC performance reports, annual, 19XX. *Winter 2000.*
2. **Increase participation and completion rates of disadvantaged persons in the academic pipeline in 2-year or 4-year colleges.**	**2.1 Postsecondary completion of Upward Bound participants.** Upward Bound participants who enroll in postsecondary education will complete 2-or 4-year postsecondary education programs at rates higher than comparable non-participants.	*Preliminary evaluation results indicate that Upward Bound has a limited but statistically significant effect on college persistence, but a large effect on persistence of students who are academically at-risk and have lower educational expectations.*	2.1 Mathematica Upward Bound evaluation, 1999, update in 2000.
	2.2 Postsecondary completion of Student Support Services participants. Student Support Services (SSS) participants will persist and complete 2-or 4-year postsecondary education programs at higher rates than comparable non-participants. The persistence and graduation rates of Student Support Services participants will increase.	*SSS recipients were 7 percentage points more likely to return to the same school for the second year than were comparable non-SSS recipients (67% vs. 60%). They were also 3 percentage points more likely to complete two years of college at any school (77% vs. 74%). Interim findings indicate that participation in Student Support Services has a significant effect on students retention in college, grades and on credits earned 3 years after entering college (Westat).*	2.2 Westat SSS evaluation, 1999. *Westat longitudinal study of the SSS program*
3. **Increase participation and**	**3.1 Graduate school enrollment and completion**.	*According to the Baccalaureate and*	3.1 McNair annual performance

TRIO Programs--$630,000,000 (FY 2000)8

Goal: To increase educational participation of disadvantaged students through effective management of the federal TRIO Programs.

Relationship of Program to Strategic Plan: Supports Objective 3.1 (secondary school students get college preparatory support) and Objective 3.2 (postsecondary students receive support for high quality education) by funding organizations to provide the necessary support services to enable disadvantaged students to purse postsecondary opportunities.

Objectives	Indicators	Performance Data	Sources, Periodicity, Next Update
completion rates of disadvantaged persons in the academic pipeline through graduate school.	Participants in the McNair program will enroll in and complete graduate and doctoral programs at higher rates than comparable non-participants. 3.2 The percentage of McNair participants who enroll in and complete graduate and doctoral programs will increase.	*Beyond study, only 13.1%t of low-income, first-generation college students receiving baccalaureate degrees in 1995-96 enrolled in graduate school compared with 18.5% of those who were not low-income, first-generation college students.* *In 1997, 50.6 percent of all former McNair participants with bachelor's degrees were enrolled in or had completed a graduate degree program. (Program Assessment of the McNair program, draft dated September 1, 1998)*	reports, 1999.
Management improvement			

TRIO Programs--$630,000,000 (FY 2000)8

Goal: To increase educational participation of disadvantaged students through effective management of the federal TRIO Programs.

Relationship of Program to Strategic Plan: Supports Objective 3.1 (secondary school students get college preparatory support) and Objective 3.2 (postsecondary students receive support for high quality education) by funding organizations to provide the necessary support services to enable disadvantaged students to purse postsecondary opportunities.

Objectives	Indicators	Performance Data	Sources, Periodicity, Next Update
4. **Improve service delivery and customer satisfaction.**	**4.1 Streamlined grants award process.** The time from receipt of applications to the notification/awards to grantees will be reduced.	*The current average time elapsed is approximately 10 months. The target for FY 2000 is 9 months.*	4.1 ED grant review schedule, annual, 1999.
	~~4.2 **Number of applications**. The number of applications received will increase~~ **4.2 Customer satisfaction.** Customer survey data will indicate improved satisfaction with response to information requests and the usefulness of the information received.	*~~Baselines for applications are as follows:~~* ~~Talent Search, 649 applications, FY 1994;~~ ~~EOC, 295, FY 1994;~~ ~~Upward Bound, regular, 820, FY 1995;~~ ~~Upward Bound, math/science, 212, FY 1995;~~ ~~McNair, 226, FY 1995;~~ ~~TRIO Training, 32, FY 1996;~~ ~~Student Support Services, 1,098, FY 1997.~~ ~~The number of FY 1998 Talent Search applications increased 17%; the number of FY 1999 regular Upward Bound applications increased 14%.~~ *82% of those responding to 1998 TRIO customer satisfaction survey were pleased with the technical assistance received from Department of Education staff.*	~~4.2 Annual data from EDs Application Control Center, Grants and Contracts Service (in years of new competitions), 1998.~~ 4.2 Customer survey (PES & OPE), annual, 1999.

Key Strategies

❖ Redesigned performance reports (some still to be cleared by OMB) will allow OPE staff to better measure the success of funded projects in meeting the goals of the federal TRIO programs. OPE staff will use the data to provide better feedback to grantees on project and student performance that may be used to improve the quality and effectiveness of funded projects.

❖ OPE has undertaken a number of initiatives to better serve our customers, including the following:
  ➢ Streamlining the grants award process,
  ➢ Posting application packages for TRIO funding on the web;
  ➢ Conducting application preparation workshops to encourage more high quality applications for TRIO funding.

❖ TRIO clearinghouse will continue to provide information on effective intervention and opportunity programs and to track the number of requests for information.

❖ The Department of Education will continue to disseminate information on effective practices and strategies obtained from the national evaluation studies of the Student Support Services and Upward Bound programs.

GEAR UP--$240,000,000 (FY 2000)

Goal: To ensure that disadvantaged middle school and secondary school students are prepared for, pursue, and succeed in postsecondary education.

Relationship of Program to Strategic Plan: Supports objective 3.1 (secondary school students get the information, skills, and support they need to prepare successfully for postsecondary education) by creating local partnership and state programs to provide information and individualized support services such as mentoring and tutoring, to middle and secondary school students and their parents to help students prepare for postsecondary education.

Objectives	Indicators	Performance Data	Source, Periodicity, Next Update
Student and school outcomes			
1. **Increase the academic performance and preparation for postsecondary education of participating students.**	1.1 **Completion of academically challenging curricula.** Program participants will successfully complete college preparatory courses such as algebra, geometry, chemistry, and physics at higher rates than comparable non-participants.	*New program*	1.1 Annual program performance reports and program evaluation study, 2001.
	1.2 **Student attendance, retention, on-time promotion, and graduation.** Program participants will be promoted to the next grade level on-time at higher rates than comparable non-participants, will have higher rates of attendance in school, and will complete high school at higher rates than comparable non-participants.		1.2 Annual program performance reports and program evaluation study, 2000.
	1.3 **Professional development.** An increasing percentage of teachers of participating students will report participating in professional development activities designed to help teachers prepare students for postsecondary education.		1.3 Annual program performance reports and program evaluation study, 2000.
2. **Increase educational expectations for participating students and student and family knowledge of postecondary education options and financing.**	2.1 **Knowledge of postsecondary education costs and financing.** Program participants and their parents will have a more accurate knowledge of postsecondary education costs and available financial aid than comparable non-participants.	*New program*	2.1 Annual program performance reports and program evaluation study, 2000.
	2.2 **Student, family, teacher, and counselor expectations.** Participating students and their families, teachers, and guidance counselors will have higher educational expectations than comparable non-participants.		2.2 Annual program performance reports and program evaluation study, 2000.

GEAR UP--$240,000,000 (FY 2000)

Goal: To ensure that disadvantaged middle school and secondary school students are prepared for, pursue, and succeed in postsecondary education.

Relationship of Program to Strategic Plan: Supports objective 3.1 (secondary school students get the information, skills, and support they need to prepare successfully for postsecondary education) by creating local partnership and state programs to provide information and individualized support services such as mentoring and tutoring, to middle and secondary school students and their parents to help students prepare for postsecondary education.

Objectives	Indicators	Performance Data	Source, Periodicity, Next Update
	2.3 Parental Involvement. The percentage of parents and guardians who meet with teachers or guidance counselors about their child's education at least once per year will show continuous improvement.		2.3 Annual program performance reports and program evaluation study, 2000.
3. Increase the participation rate of students at participating high-poverty middle and secondary schools in postsecondary education.	**3.1 Postsecondary enrollment.** Program participants will enroll in postsecondary education programs at higher rates than comparable non-participants.	*New program*	3.1 Annual program performance reports and program evaluation study, 2005.
4. Provide comprehensive early intervention services and financial assistance to low-income and academically at-risk students.	**4.1 Provision of services to low-income and academically at-risk students.** State and partnership programs will have high levels of participation by low-income and academically at-risk students.	*New program*	4.1 Annual program performance reports and program evaluation study, 2000.
	4.2 Comprehensive services. A high percentage of state and partnership programs will provide a comprehensive package of early intervention services, including mentoring, tutoring, and individualized support to program participants.		4.2 Annual program performance reports and program evaluation study, 2000.
5. Ensure that effective partnerships are established among middle schools and secondary schools, institutions of higher education, community-based organizations and businesses.	**5.1 Satisfaction of partnership members.** A high percentage of partnership members will report satisfaction with the amount of collaboration and communication between partners.	*New program*	5.1 Annual program performance reports and program evaluation study, 2000.

Key Strategies

❖ Work with national organizations such as the Ford Foundation to widely disseminate information to prospective applicants, collect and report information on best practices, and support high-quality projects.
❖ Support partnerships among colleges, high-poverty middle and secondary schools, and national and community-based organizations and businesses that promote curricular and pedagogical improvements and provide opportunities for professional development related to college awareness and preparation for partner school faculty and staff.
❖ Provide assistance to projects through a variety of venues such as conferences, publications, listservs, and a Web site.
❖ Work with the community to develop program regulations and other program requirements that impose minimal burden while providing grantee flexibility and ensuring program integrity and accountability.

Robert C. Byrd Honors Scholarships Program--$39,859,000 (FY 2000)

Goal: To promote student excellence and achievement and to recognize exceptionally able students who show promise of continued excellence.

Relationship of Program to Strategic Plan: This objective supports Strategic Plan goal 3, which focuses on ensuring that all students motivated and academically ready to attend postsecondary education have the financial resources and support services needed to do so.

Objectives	Indicators	Performance Data	Sources, Periodicity, Next Update
1. **Encourage states to award all scholarship funds received to eligible high school graduates.**	1.1 **Awarding of scholarships**. By the beginning of each school year, 100% of the states and territories will award 100% of new scholarship funds received.	*Currently, approximately 90% of the states and territories award all scholarship funds by the beginning of each school year.*	1.1 Performance report, annual, 1999.
	1.2 **Reallocation of scholarships.** By the beginning of each school year, 100% of the states and territories will reallocate 100% of scholarship funds resulting from students who do not maintain scholarship requirements.	*Approximately 90% of states and territories reallocate funds by the next matriculation period.*	1.2 Performance Report, annual, 1999.

Key Strategies

❖   Revise performance report to collect all information needed.
❖   Communicate with state agencies at the beginning of the school year and mid-year to highlight the importance of awarding all funds.

Graduate Assistance in Areas of National Need (GAANN)--$41,000,000 (FY 2000)			
Goal: To provide a fellowship program to assist graduate students of superior ability who are studying in areas of national need.			
Relationship of Program to Strategic Plan: Supports Objective 3.2 (postsecondary students receive support for high-quality education) by providing grants to institutions to support high-quality graduate students studying in areas of national need.			
Objectives	Indicators	Performance Data	Sources, Periodicity, Next Update
1. **Increase the graduation rate of students in areas of national need, including those of underrepresented and financially needy groups.**	1.1 **Graduate school completion**. There will be an increase in the percentage rate of U.S. citizens and permanent residents who receive a GAANN fellowship and obtain a doctorate in an area of national need. 1.2 **Percentage enrollment of targeted populations.** There will be an increase in the number of financially needy U.S. citizens and permanent residents who receive a GAANN grant to pursue a doctorate in designated areas of national need.		1.1 NSF study, 1999; Performance Reports, 1999 1.2 NSF study, 1999; Performance Reports, annual, 1999
2. **Time to degree completion will be less than the national average (for Javits recipients).**	2.1 **Time to degree completion.** Persons receiving a Javits fellowship will receive a doctorate in fields of the Arts, Humanities, or Social Sciences in less time than the national average.	*1996 Survey of Earned Doctorates indicated the 7.2 year average.*	2.1 NSF Study, 1999; Survey of Earned Doctorates, 1999; Survey of Javits grantees, 1999.
Key Strategies:			

Key Strategies:

❖ We will develop an evaluation instrument to determine the number of fellows awarded degrees by the grantee in a designated area of need.

❖ We plan to enhance our monitoring procedures, which provide information regarding the progress of students toward their degree completion.

❖ We will conduct regional workshops to encourage grantees to increase their outreach and recruitment efforts as a means of fostering the enrollment of students from traditionally underrepresented backgrounds. Data will be collected on an annual basis via our Annual Performance Report.

❖ Fellowships will be provided to students who show exceptional promise.

❖ We will develop a survey instrument to collect graduation data for Javits participants.

Child Care Access Means Parents in School Program--$5,000,000 (FY 2000)

Goal: To improve access to postsecondary education for low-income parents by providing high-quality child care services.

Relationship of Program to Strategic Plan: Supports Objective 3.2 (postsecondary students receive support for high-quality education) by providing grants to postsecondary institutions to increase the availability of campus-based child care services to low-income parents so that they can participate in postsecondary education.

Objectives	Indicators	Performance Data	Source, Periodicity, Next Update
1. **Increase access for low-income parents to postsecondary institutions.**	1.1 **Children served.** The number of children from low-income student families served by the on-campus child care center will increase.	*New program.*	1.1 Program or survey data, annual, 1999.
	1.2 **Number of institutions.** The number of institutions receiving awards will increase.	*New program.*	1.2 Program data, annual, 1999.

Key Strategies

- ❖ Program staff will meet with higher education associations and child care advocacy organizations to promote the program.
- ❖ Create a web page to provide information about the grant program and help disseminate grant applications.
- ❖ Program staff will provide technical assistance workshops in strategic sites across the country.
- ❖ Program staff will coordinate with other interested government departments and agencies (e.g., Child Care Bureau) to promote the program and dissemination of the grant application.
- ❖ Additional staff will be hired and trained to provide technical assistance to our customers.

Learning Anytime Anywhere Partnerships--$20,000,000 (FY 2000)			
Goal: To expand access to postsecondary education and lifelong learning through the use of technology to all citizens who are unable to take advantage of on-campus programs.			
Relationship of Program to Strategic Plan: Supports Objective 3.2 (postsecondary students receive support for high-quality education) by providing grants to postsecondary institutions to support pilot projects using technology and other innovations to enhance the delivery of postsecondary education and lifelong learning opportunities for all citizens, in all settings.			
Objectives	**Indicators**	**Performance Data**	**Source, Periodicity, Next Update**
1. **Develop partnerships by providing the opportunity for educational institutions (including 4-year institutions, community colleges, technical institutes, and adult literacy and education programs) to partner with curriculum and software developers, network providers, community agencies, business and industry, in an effort to deliver a valuable and quality education to a variety of students.**	1.1 **Number of partnerships.** The number of partnerships formed will equal the estimate provided in the Department's FY 1999 budget request and will remain level or increase each year.	*The FY 1999 budget request estimated that 45 partnerships will be formed.*	1.1 Program data, annual, 1999.
2. **Increase access to non-traditional education for the diverse groups to be served by this program.**	2.1 **Number of students served.** The number of students served by partnerships will increase each year.	*New program.*	2.1 Program data, annual, 1999.
3. **Enhance quality and accountability within the program to ensure that students are learning the specific competencies required for the desired skills.**	3.1 **Employment rate/earnings.** The employment rate and annual earnings of students served by Learning Anytime Anywhere Partnerships (LAAP) will be at least as great as those of comparable non-participants.	*New program.*	3.1 Program data, annual, 2001; Census data, annual, 2001
Key Strategies			

❖ Encourage coordination and interaction among all of the partnership entities to expand students' options beyond the level of what individual providers currently offer.

❖ Support the expansion of geographical and institutional boundaries so that courses, faculty, development costs, and network facilities can be shared, creating economies of scale to make it financially feasible for providers while substantially increasing opportunities for students.

❖ Establish mechanisms for ensuring that educational providers, employers, and students have confidence that the degree or certificate will provide skills needed for careers and further education.

❖ Help to coordinate the needs of employers and the requirement of further education with the services of educational providers to ensure that the federal investment in this program is worthwhile.

Preparing for College--$15,000,000 (FY 2000)

Goal:	To ensure that junior and senior high school students and their families, as well as adults, have an accurate understanding of the requirements for postsecondary education, including the academic preparation necessary and the costs of attending a postsecondary institution, and that these students pursue at increasing rates their participation in postsecondary education.

Relationship of Program to Strategic Plan: Supports Objective 3.1 (secondary school students get college preparatory support) by disseminating information about the financial and academic requirements for postsecondary attendance.

Objectives	Indicators	Performance Data	Source, Periodicity, Next Update
Student and family measures			
1. **Increase the understanding of the academic preparation and financial resources needed for postsecondary education, including the availability of financial assistance, among junior and senior high school students and their families, as well as adults.**	1.1 **Knowledge of college costs.** Increasing percentages of students from age 12 through high school and their parents will have an accurate assessment of the cost of attending college and the aid available for college by 2002.	*Parents of middle-school children currently overestimate college tuition and fees by significant amounts. On average, parents estimated 1997-98 tuition and fees at a 2-year public college at $6,554 (the actual figure was $1,501), at a 4-year public university at $10,204 (the actual figure was $3,111), and at a 4-year private university at $19,847 (the actual figure was $13,664).*	1.1 Baseline Gallup survey; thereafter National Household Education Survey, biannual, 1999.
	1.2 **Knowledge of academic requirements.** The percentage of students from age 12 through high school and their parents who obtain information on the academic requirements for college or postsecondary vocational enrollment will increase annually.	*A majority of parents indicated that they had little or no information, or would like more information, about the courses their child should take for college (68%), the cost of attending college (72%), financial aid (82%), types of colleges and college programs (77%), and other ways of paying for college, such as tax credits (89%). In most cases, parents without a college degree and parents with lower incomes were more likely than others to express a desire for information.*	1.2 Gallup survey, annual, 1999 Baseline Gallup survey; thereafter National Household Education Survey, biannual, 1999.
Management measures			
2. **Ensure that program dissemination strategies meet the information needs of the target audience.**	2.1 **Customer satisfaction.** Surveys of customers will show that the information disseminated via this program meets the information needs of the target audience.	*New program*	2.1 Surveys, annual, 1999.

Key Strategies

❖ Develop and implement a national information dissemination program. This program will be targeted to junior and senior high school students and their families, as well as adults. It will increase awareness of the growing need to continue education beyond high school and will increase awareness of the costs of postsecondary education, opportunities for financial assistance, and academic requirements for pursuing a postsecondary education. Although information will be disseminated nationally, dissemination strategies will be tailored to reflect the specific needs of different audiences and circumstances.

❖ Undertake regular assessments of customer satisfaction, through surveys and focus groups, to assess whether information dissemination strategies meet customer needs, are effective in communicating with the target audiences, and provide relevant information in a timely manner.

College Completion Challenge Grants --$35,000,000 (FY 2000)

Goal: To narrow the gap in persistence between at-risk students and other students by providing grants to colleges to finance the costs of activities shown to improve the persistence of disadvantaged students.

Relationship of Program to Strategic Plan: Supports Objective 3.2 (postsecondary students receive support for high-quality education) by providing grants to postsecondary institutions to develop programs to increase the retention of students who are at risk of dropping out of postsecondary education.

Objectives	Indicators	Performance Data	Source, Periodicity, Next Update
1. Increase the capacity of at-risk students to complete their college education.	**1.1 Narrowing of persistence gap.** The gap in persistence rates between high- and low-income students will decrease at institutions receiving program funding.	*New program*	1.1 Program data, annual, 2000.

Key Strategies

❖ Target program publicity to promote applications from schools having high percentages of low-income students.
❖ Disseminate evidence of best practices obtained from program evaluation to all higher education institutions.

Expansion of D.C. College Access Program--$17,000,000 (FY 2000)

Goal: To complement the D.C. College Access Program by providing institutional subsidies to public institutions of higher education in Virginia and Maryland on behalf of D.C. residents who graduated recently from public or private high schools.

Relationship of Program to Strategic Plan: Supports Objective 3.2 (postsecondary students receive support for high-quality education) by allowing over 3,000 graduates from D.C. public and private high schools to pay in-state tuition at all Maryland and Virginia colleges.

Objectives	Indicators	Performance Data	Source, Periodicity, Next Update
1. **To increase access to postsecondary education opportunities for recent D.C. public and private high school graduates and GED recipients.**	1.2 **Students served.** The number of students receiving funding under this program will increase each year.	*Currently no students receive these benefits. It is expected that over 3,000 high school graduates, GED recipients and private high school graduates will receive benefits during the program's first year.*	1.2 Program data, annual, 1999.

Key Strategies

❖ Several partnerships, including a private sector group led by the Washington Post, are working to spread awareness of increased options to attend public institutions in the surrounding jurisdictions.

❖ The Department will provide extensive technical assistance to D.C. middle schools to encourage them to form partnerships to apply for GEAR-UP funding.

Teacher Quality Enhancement Grants (HEA, II)--$115,000,000 (FY 2000)			
Goal: To improve the quality of teacher education and initial certification standards, and to improve the knowledge and skills of all teachers, particularly new teachers and teachers who work in high-need areas.			
Relationship of Program to Strategic Plan: The three initiatives authorized under Title II support Objective 1.4 (A talented and dedicated teacher is in every classroom in America) by providing competitive grants to States for comprehensive teacher quality reforms; by providing competitive grants to partnerships of districts and institutions of higher education for fundamental improvements in teacher education; and by providing competitive grants to States and partnerships for new strategies for reducing shortages of qualified teachers in high-need areas.			
Objective	**Indicators**	**Performance Data**	**Sources, Periodicity, Next Update**
State Grants			
1. **Improve the skills and knowledge of new teachers by funding the development of state policies that strengthen initial licensing standards, reduce the number of uncertified teachers, and strengthen procedures for holding teacher training institutions accountable for producing highly qualified teachers.**	1.1 **Teacher certification standards**. States that use their teacher enhancement grant to strengthen standards for initial teacher certification will demonstrate adoption of higher standards within 2 years of grant award. Within 1 year of grant award, states will demonstrate progress toward adoption of higher standards. 1.2 **Number of uncertified teachers.** Grantee states will show evidence of annual reductions in the number of uncertified teachers throughout the grant period. 1.3 **Program accountability.** States that use their teacher enhancement grant to hold teacher training programs accountable for the quality of the training they offer will demonstrate that increasing numbers of graduates are passing the state certification each year.	*New Program*	1.1 State Grant Accountability Report and National Evaluation, 2000. 1.2 State Grant Accountability Reports and National Evaluation, 2000. 1.3 State Grant Accountability Reports and National Evaluation, 2000.
Partnership Grants			
2. **Improve the quality of the teacher preparation programs at the partner institutions.**	2.1 **Induction program.** Each year the percentage of teaching students who receive on-going support and education (induction program supports) from their partnership, pre-service training program during their first three years of teaching will increase.	*New Program*	2.1 Partnership Evaluation Reports, and National Evaluation, 2001.

Teacher Quality Enhancement Grants (HEA, II)--$115,000,000 (FY 2000)

Goal: To improve the quality of teacher education and initial certification standards, and to improve the knowledge and skills of all teachers, particularly new teachers and teachers who work in high-need areas.

Relationship of Program to Strategic Plan: The three initiatives authorized under Title II support Objective 1.4 (A talented and dedicated teacher is in every classroom in America) by providing competitive grants to States for comprehensive teacher quality reforms; by providing competitive grants to partnerships of districts and institutions of higher education for fundamental improvements in teacher education; and by providing competitive grants to States and partnerships for new strategies for reducing shortages of qualified teachers in high-need areas.

Objective	Indicators	Performance Data	Sources, Periodicity, Next Update
	2.2 Enrollment in academic courses offered in whole or in part by the school of arts and sciences. The number of academic courses taken by teaching students at the partnership institutions will increase each year. ("Academic courses" are those offered in academic content areas by the schools of arts and sciences, or jointly offered by the schools of arts and sciences and the school of education.)	*New Program*	2.2 Partnership Evaluation Reports, and National Evaluation, 2001.
	2.3 Process for program self–assessment. The percentage of partnership institutions, that have a formal process for assessing the effectiveness of their graduates as classroom teachers will increase each year until it reaches 95%.		2.3 Partnership Evaluation Reports, and National Evaluation, 2001.
3. Improve the placement and retention rates of graduates from partner institutions.	**3.1 Certification rate.** The percentage of graduates from partnership institutions who meet the certification requirements of the state, including passage of content knowledge or competency tests will increase.	*New Program*	3.1 Partnership Evaluation Reports and National Evaluation, 2001.
	3.2 Retention rate. The percentage of graduates from partnership institutions who remain in teaching for 3 consecutive years after graduation will increase.		3.2 Partnership Evaluation Reports and National Evaluation, 2001.
	3.3 Service in high-poverty schools. The percentage of graduates from partnership institutions who serve in high-poverty schools will increase.		3.3 National Evaluation, 2001.

Teacher Quality Enhancement Grants (HEA, II)--$115,000,000 (FY 2000)

Goal: To improve the quality of teacher education and initial certification standards, and to improve the knowledge and skills of all teachers, particularly new teachers and teachers who work in high-need areas.

Relationship of Program to Strategic Plan: The three initiatives authorized under Title II support Objective 1.4 (A talented and dedicated teacher is in every classroom in America) by providing competitive grants to States for comprehensive teacher quality reforms; by providing competitive grants to partnerships of districts and institutions of higher education for fundamental improvements in teacher education; and by providing competitive grants to States and partnerships for new strategies for reducing shortages of qualified teachers in high-need areas.

Objective	Indicators	Performance Data	Sources, Periodicity, Next Update
4. Increase the connections that the teacher preparation programs at partnership institutions have with low-income urban and rural schools in the surrounding region.	**4.1 Assessment of staffing needs**. The percentage of partnership institutions that conduct a formal assessment of the staffing needs of local districts, and that have a governance body that monitors the effectiveness of the program and includes K-12 teachers and administrators, faculty from the college of arts and sciences and the college of teacher education, will increase each year.	*New Program*	4.1 National Evaluation, 2001.
5. Increase in the skills of teachers in using technology.	**5.1 Technology skills.** The percentage of graduates from partnership institutions who report that they are able to use technology to improve teaching and learning will increase.	*New Program*	5.1 Partnership Evaluation Reports and National Evaluation, 2001.
Recruitment Grants			
6. Increase the availability of well-prepared teachers for low-income, urban, and rural school districts.	**6.1 Licensure requirements**. In districts with grantees, the percentage of individuals who teach in low-income communities who satisfy all State licensure requirements will increase.	*New Program*	6.1 Grantee reports and National Evaluation, 2001.
	6.2 Teacher induction programs. In districts with grantees, the percentage of teachers in urban and rural school districts who participate in formal induction programs during their first three years of teaching will increase.		6.2 Grantee reports and National evaluation, 2001.
	6.3 Retention rates. The percentage of qualified, new teachers who continue to teach in the high-need, partner districts for more than 3 years will increase.		6.3 Grantee reports and National Evaluation, 2001.

Teacher Quality Enhancement Grants (HEA, II)--$115,000,000 (FY 2000)

Goal:	To improve the quality of teacher education and initial certification standards, and to improve the knowledge and skills of all teachers, particularly new teachers and teachers who work in high-need areas.

Relationship of Program to Strategic Plan: The three initiatives authorized under Title II support Objective 1.4 (A talented and dedicated teacher is in every classroom in America) by providing competitive grants to States for comprehensive teacher quality reforms; by providing competitive grants to partnerships of districts and institutions of higher education for fundamental improvements in teacher education; and by providing competitive grants to States and partnerships for new strategies for reducing shortages of qualified teachers in high-need areas.

Key Strategies

Disseminate information to grantees and prospective grantees*:*
- ❖ Disseminate information about the strategies that some states have used to improve certification standards, reduce the number of uncertified teachers, and hold teacher-training programs accountable for training highly skilled teachers.
- ❖ Disseminate information about upcoming awards program for teacher education programs and the lessons learned from the award winners. For example, learn how the programs measure the effectiveness of their graduates.
- ❖ Disseminate information on ways the Eisenhower Professional Development Program and other related programs can be used to support the program goals.
- ❖ Disseminate information on best practices.
- ❖ Provide information on teaching opportunities to students and recent graduates.

Coordinate with other programs and organizations:
- ❖ Coordinate efforts with National Science Foundation teacher preparation programs.
- ❖ Work with professional organizations such as AACTE to promote program goals.

Provide technical assistance and facilitate communication among grantees:
- ❖ Sponsor activities such as focus groups, conferences, or workshops where participating partners can exchange information and ideas to enhance the success of the program.
- ❖ Sponsor workshops to help grantees coordinate with the Eisenhower Professional Development Program.
- ❖ Provide technical assistance to partnerships in the development of assessment instruments.
- ❖ Help grantee institutions share information on effective strategies.

Underground Railroad Program--$1,750,000 (FY 2000)

Goal: To promote the research, display, interpretation, and collection of artifacts relating to the history of the Underground Railroad and to make the interpretive efforts available to institutions of higher education.

Relationship of Program to Strategic Plan: None.

Objectives	Indicators	Performance Data	Source, Periodicity, Next Update
1. **Assist nonprofit educational associations in building public-private partnerships and creating endowment funds to support museum operations.**	1.2 **Program funding.** Program funds are provided on a timely manner to eligible organizations and usage of funds are monitored to ensure that the program's purposes are carried out.	*New program.*	1.1 Program data, annual, 1999.

Key Strategy

❖ Publicize program to ensure participation by qualifying partnerships.

GPRA Data/Evaluation Program--$4,000,000 (FY 2000)

Goal: To improve the type and quality of information available about the performance of the postsecondary education programs funded by the Department of Education.

Relationship of Program to Strategic Plan: Supports all objectives in Goal 3 (to ensure access to postsecondary education and lifelong learning) by providing data on program performance for the postsecondary education programs that support these objectives

Objectives	Indicators	Performance Data	Source, Periodicity, Next Update
1. **To fund studies and data collections needed to assess the performance of the Department's postsecondary education programs.**	1.1 **Indicators.** In the FY 1999 Performance Report (due March 31, 2000), the Department will have data on program performance for 95% of indicators relevant to the postsecondary education programs.	*Among postsecondary programs funded in FY 1998 (for which performance data could be expected to be available), accurate baseline data are available for approximately 75% of indicators.*	1.2 GPRA Performance Report, annual, 1999.

Key Strategies

❖ Fund studies that use available data from NCES, administrative records, Census Bureau, and other federal agencies to provide information on the performance of the postsecondary education programs

❖ Identify remaining information needs and fund targeted data collections to obtain the needed data.

Howard University--$219,444,000 (FY 2000)			
Goal: To assist Howard University with financial resources needed to carry out its educational mission.			
Relationship of Program to Strategic Plan: Supports Objective 3.2 (postsecondary students receive support for high-quality education) by assisting Howard University in its mission to serve disadvantaged students by providing a high-quality education.			
Objectives	**Indicators**	**Performance Data**	**Source, Periodicity, Next Update**
University development			
1. **Maintain and strengthen academic programs and achievement by:** ➢ **Recruiting better students** ➢ **Improving student retention** ➢ **Improving graduation rates** ➢ **Promoting excellence in teaching.**	**1.1 Better students.** The average SAT scores of incoming freshman will increase by 1% per year.	*Average SAT score in fall 1997 was 1,007, a 6 point increase over fall 1996, when the average score was 1,001. The national average in 1997 was 1,016.*	1.1 Howard University, annual, 1999.
	1.2 Student retention. Decrease attrition for undergraduate FTIC students by 2 percent until national average is bettered.	*For full-time FTIC students who enrolled in fall 1995, 83% returned in fall 1996. This first year attrition rate of 17% is at or below the national average. The second-year attrition rate of 29% is also considered good.*	1.2 Howard University, annual, 1999.
	1.3 Graduation rates. The undergraduate and graduate graduation rates will increase by 2% per year until the national average is reached or exceeded.	*6-year graduation rate for FY 1997 is 49%. For FY 1996, the graduation rate was 46%t. The target for 2000 is 53%.*	1.3 Howard University, annual, 1999.
	1.4 Excellence in teaching and scholarship. The participation rate of faculty in activities of the Fund for Academic Excellence will increase.	*New program guidelines were developed and distributed in October 1997. 66 proposals were funded to enhance teaching and learning in categories such as faculty development, workshops, curriculum development, and faculty seminars.*	1.4 Howard University, annual, 1999.
2. **Promote excellence in research.**	**2.1 Grants received.** The number of grant proposals that are funded will increase.	*232 grants were funded in 1997, compared with 224 in 1996. The target for 2000 is to increase both the number of proposals submitted and the number of awards received by 20% over 1997 levels.*	2.1 Howard University, annual, 1999.
	2.2 Grant funding. The total funds received through research grants will increase. The target for 2000 is a 20% increase over the 1997 level.	*In FY 1997, $45,268,427 was received in research grant funds. The amount for FY 1996 was $46,980,535. Workshops were conducted for 137 faculty in FY 1997 compared with 36 faculty in FY 1996.*	2.2 Howard university, annual, 1999.

Howard University--$219,444,000 (FY 2000)

Goal: To assist Howard University with financial resources needed to carry out its educational mission.

Relationship of Program to Strategic Plan: Supports Objective 3.2 (postsecondary students receive support for high-quality education) by assisting Howard University in its mission to serve disadvantaged students by providing a high-quality education.

Objectives	Indicators	Performance Data	Source, Periodicity, Next Update
3. Increase Howard University's financial strength and independence from federal appropriations.	**3.2 Endowment.** The value of the endowment each year will increase. The target for 2000 is a 10% increase over the 1997 level.	*The market value of the endowment fund grew to $211.2 million, as of June 30,1997, an increase of 19.7 % over its value of $176.5 million in June 30, 1996.*	3.1 Howard University, annual, 1999.
	3.3 Outside support. The funds raised from all private sources will increase.	*In FY 1997, contributions from private sources totaled $11,791,191, an 11%t increase over the FY 1996 amount of $10,614,358.*	3.2 Howard University, annual, 1999.
	3.4 Outside support--alumni. The participation rate of alumni who contribute to the school will increase.	*In 1997 the alumni participation exceeded the goal of 10%. This more than doubled the FY 1996 level of almost 5%. The goal for 2000 is 25%.*	3.3 Howard University, annual, 1999.
	3.4 Cost savings at the Howard University Hospital. The difference between the hospital's net revenue (excluding federal appropriations) and total expenses will decrease.	*For FY 1997, there were a $29.3 million loss before the federal appropriation and a $200,000 surplus after the federal appropriation. These figures were an improvement over FY 1996, when there were a $33.4 million loss before federal appropriation and a $3.9 million loss after federal appropriation. For 2000, the goal is to have a $29.5 million difference before federal appropriation and to "break even" with the appropriation.*	3.4 Howard University, annual. 1999.

Howard University--$219,444,000 (FY 2000)

Goal: To assist Howard University with financial resources needed to carry out its educational mission.
Relationship of Program to Strategic Plan: Supports Objective 3.2 (postsecondary students receive support for high-quality education) by assisting Howard University in its mission to serve disadvantaged students by providing a high-quality education.

Key Strategies

- ❖ Recruit good students by targeting high-ability students in schools across the country; by convening summer high school counselors in a symposium and Honors Student weekend; by encouraging alumni to identify and contact high-ability students; and by expanding publicity on student leaders and achievers, as well as outstanding programs.
- ❖ Increase retention and graduation rates by improving orientation programs; by replacing the Mid-term Deficiency Report with a Mid-term Status Report to alert all undergraduate students of their standing at midterm; by continuing regular assessment of students' academic standings; by convening faculty adviser workshops; and by providing written correspondence to faculty on retention goals and issues.
- ❖ Implement degree adult program.
- ❖ Expand research support by improving post-award grant administration and faculty support by the Office of Research Administration; by conducting faculty workshops on "how to win grants and contracts"; by increasing the distribution of grant announcements; and by installing computer workstations for all full-time faculty.
- ❖ Continue to monitor external money managers who invest Howard's endowment fund to ensure continued healthy returns.
- ❖ Improve fundraising by conducting a national media campaign with articles in national publications (e.g. the New York Times, Washington Post, Christian Science Monitor, Chronicle of Higher Education) featuring Howard University; by intensifying and broadening the direct mail campaign; by inaugurating an annual fund campaign and a systematic program of communication with alumni; by continuing to manage to contain costs; by continuing marketing efforts to feature recent improvements in equipment and service; and by under taking a long-term strategic planning effort spearheaded by a special committee of Howard University Board of Trustees.